High Potential and Gifted Education
Evaluation and Planning Tool

Version 3.0 | January 2025

Purpose

The HPGE policy Evaluation and Planning Tool is designed to support schools to effectively implement the High Potential and Gifted Education (HPGE) policy.

This tool has 2 functions: evaluation and planning. School leaders and teachers will:

→ evaluate the HPGE policy against the School Excellence Framework (SEF) version 3 and

→ integrate the HPGE policy into School Excellence Plans (SEP).

High Potential and Gifted Education Evaluation and Planning Tool

Introduction

The High Potential and Gifted Education (HPGE) policy

The HPGE policy applies to all NSW public schools, teachers, and students.

This policy promotes high expectations and challenge for students from all backgrounds across creative, intellectual, physical and social-emotional domains of potential.

Policy implementation support

The HPGE policy Evaluation and Planning Tool forms part of HPGE implementation support. Before engaging with the tool, the following may assist:

→ HPGE websection
→ HPGE Professional learning
→ information for leaders
→ four domains of potential discussion papers
→ five key actions framework
→ Illustrations of practice and case studies
→ HPGE statewide staffroom.

The HPGE Evaluation and Planning Tool

This interactive tool provides a framework for school leaders to gather evidence and evaluate current procedures, programs and practices to effectively implement HPGE policy for their context.

Explanatory videos assist with using the tool. You can access the videos from The High Potential and Gifted Education Evaluation and Planning Tool page.

Completing the Tier 1 HPGE orientation school leaders (2 days) course AC00017 will support school leaders with the use of the EP tool.

Suggestions for using the Evaluation and Planning Tool

Schools can complete a talent development audit across the four domains of potential:

○ creative
○ intellectual
○ physical
○ social-emotional.

To enable continuous improvement, schools can revisit the tool over time.

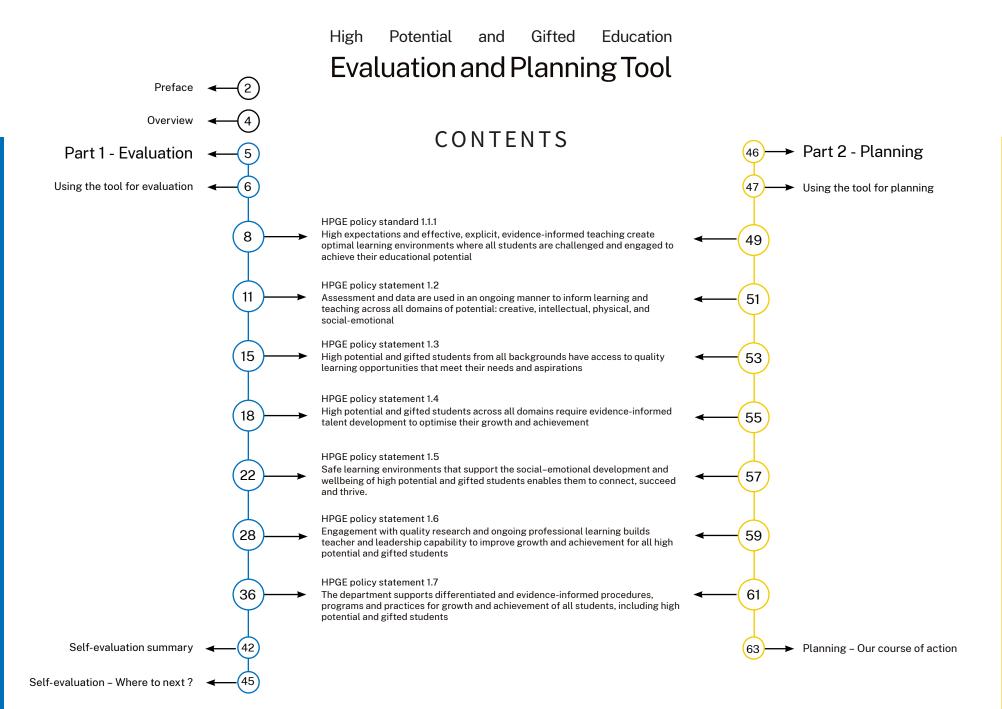Use an HPGE lens over School Excellence Framework elements.

The data entered into the tool is solely for the use of individual schools.

Small schools can collaborate to evaluate current talent development opportunities and programs and for capability building.

Sharepoint is recommended for multi-user access.

Please refer to the High Potential and Gifted Education Policy Evaluation and Planning Tool page, for further instructions on how to set up a multi-user version of this tool.

High Potential and Gifted Education
Evaluation and Planning Tool

CONTENTS

PDF Navigation
↑ Navigate back to this contents page by clicking on the arrow in the bottom-left corner of any page

Purpose and overview

This tool supports schools to effectively implement HPGE policy through evaluation and planning.

In the evaluation section, schools can use sources of evidence to:

→ complete a self-assessment of the HPGE policy statement points against the School Excellence Framework

→ identify policy statement point(s) for focus.

In the planning section, schools implement HPGE policy statement point(s) by aligning each point with:

→ a key action

→ supporting research

→ suggested examples to assist with implementation.

General and domain-specific evidence and examples are included to support evaluation and planning. Schools should consider their unique context. The suggestions are not an exhaustive checklist.

The evaluation and planning components of the tool are printer-friendly. Schools can choose to attach files, evidence samples and examples.

Domains of potential

The High Potential and Gifted Education policy recognises that students can demonstrate excellence in 4 domains of potential.

creative   intellectual   physical   social-emotional

Alignment with the School Excellence Framework

The HPGE policy contains 7 core statement points as listed on page 3.

SEF is for all students, whilst the Evaluation and Planning Tool applies to high potential and gifted students.

The tool supports evaluation of the HPGE policy statement points against relevant SEF domains and themes, specifically for high potential and gifted students.

In this tool the HPGE policy statement points are matched with the most relevant domains in the School Excellence Framework.

The School Excellence Framework is structured as follows:

→ Domains (■ Learning domain ■ Teaching domain ■ Leading domain)

→ Elements

→ Themes

Key actions

5 key actions offer a suggested framework for schools to enact the HPGE policy points.

Assess and identify
Assess and identify the specific learning needs of all high potential, gifted and highly gifted students.

Build teacher and leadership capability
Build teacher and leadership capability through engagement with quality research and ongoing professional learning on effective practices to improve growth and achievement for all high potential and gifted students.

Collaborate
Collaborate with families, school communities and the wider community to enhance growth and achievement for all high potential and gifted students.

Evaluate
Evaluate school procedures, programs, practices, and analyse student growth and achievement data to inform school planning and policy implementation.

Implement
Implement evidence-informed procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.

EVALUATION

Using the tool for evaluation

STEP 1 – For each statement point from the policy, review the suggested sources of evidence.

The evaluation section of this tool aligns each HPGE policy statement point and the domains, themes and elements of the SEF v3.

The HPGE policy statement.

Note: Click on the small arrow to the left of the policy point if you need to navigate to the same policy point in the Planning section.

⇩ **HPGE policy standard 1.1.1 – High expectations and effective, explicit, evidence-informed teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential**

SEF Themes relevant to the HPGE policy statement.

Learning domain	→ Learning Culture : High expectations
	→ Curriculum : Curriculum provision
Leading domain	→ Educational Leadership : High expectations culture

Suggested sources of evidence for the relevant SEF theme. Please note that this is not an exhaustive list.

Sources of evidence

Examples of general evidence for policy standard 1.1.1
- School has an HPGE team that promotes a high expectations culture across the school.
- School processes affirm quality and challenge and address underperformance for high potential and gifted students.
- A student voice survey.
- Interviews and focus groups.
- Individual learning plans for gifted and highly gifted students.
- Advanced learning pathways and acceleration opportunities in all domains.
- Teaching and Learning programs show evidence-informed differentiation based on a variety of assessments (including formative assessment).

Examples of domain-specific evidence for policy standard 1.1.1

Creative domain
- School production/extra-curricular participation and achievement data.
- Self-nominations, referral and success in external creative programs and opportunities.
- Opportunities within school or through external partnerships for students to further develop their creative capabilities.
- Application of practical strategies to create a high expectations culture as listed in the creative domain discussion paper.

Physical domain
- School sport and carnival participation data.
- A student voice survey.
- Representative school and external sport participation and competition data.
- Individual goal setting, access to mentors and opportunities to observe students with higher abilities as listed in the physical domain discussion paper.

Intellectual domain
- Teaching and learning programs embed effective strategies such as high challenge, high engagement learning experiences.
- Student work samples with evidence of effective feedback resulting in high challenge.
- Student participation in school, interschool and external advanced learning pathways, competitions and examinations.
- Student participation in philosophy programs. For example, elective courses and CESE resources.

Social-emotional domain
- Opportunities within school and the community for students to develop leadership or entrepreneurial capability as listed in the social-emotional discussion paper.
- Community and volunteer program nomination, awards and participation, for example, The Premier's Volunteer Recognition Program.
- Evidenced-informed student mentor/peer support programs.

↑ **PDF Navigation**
Navigate back to the table of contents by clicking on the arrow in the bottom-left corner of any page

6

STEP 2 – Using your chosen evidence, self-evaluate against the linked SEF themes.

As you progress through the tool you will complete an interactive self-evaluation of where your school currently sits for each HPGE policy statement point. This self-evaluation will be against the framework of relevant SEF themes, using suggested sources of evidence (general and domain-specific).

Examples of sources of evidence relevant to the SEF theme for NSW Public Schools.

A dropdown menu has been set to "Sustaining and growing" and the input box below has been filled-in with the relevant evidence.

Learning domain → Learning culture → High expectations		
Delivering	**Sustaining and growing**	**Excelling**
The school holds high expectations for all students. Progress in learning and achievement is identified and acknowledged.	There is ongoing commitment within the school community that all students make learning progress and are supported in their wellbeing.	The whole school community demonstrates aspirational expectations of learning progress and achievement for all students.
The aspirations and expectations of students and parents/carers are known and inform planning for learning.	Partnerships with parents/carers and students support a clear focus to guide integrated planning for learning and wellbeing.	Strong partnerships with parents/carers support student learning and wellbeing. Student motivation for continuous and ongoing improvement is clearly evident.

Assessment against policy statement 1.1.1 : (SUSTAINING AND GROWING)

Focus group with parent community, teachers and students held. Community and volunteer program nominations. Analysing Tell Them From Me Survey results. ILPs developed where needed for highly gifted students.

STEP 3 – Repeat the process for all the HPGE policy points, then review the self-evaluation summary on pages 42-44.

At the end of the section you will be provided with a summary of your self-evaluation of the HPGE policy using the SEF v3 framework context. This will help you to decide your focus in planning for the implementation of the HPGE policy in your school.

The self-evaluation summary table can be found on page 42

1.1.1 – High expectations and effective, explicit, evidence-informed teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential		
Learning domain	Learning culture High expectations	SUSTAINING AND GROWING
Learning domain	Curriculum Curriculum provision	EXCELLING
Leading domain	Educational leadership High expectations culture	SUSTAINING AND GROWING

STEP 4 – Complete the 'Self-evaluation – Where to next?' section on page 45.

PDF Navigation
↑ Navigate back to the table of contents by clicking on the arrow in the bottom-left corner of any page

7

HPGE policy standard 1.1.1 – High expectations and effective, explicit, evidence-informed teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential

Most relevant SEF themes

Learning domain	→ Learning Culture : High expectations
	→ Curriculum : Curriculum provision
Leading domain	→ Educational Leadership : High expectations culture

Sources of evidence

Examples of general evidence for policy standard 1.1.1

- School has an HPGE team that promotes a high expectations culture across the school.
- School processes affirm quality and challenge and address underperformance for high potential and gifted students.
- A student voice survey.
- Interviews and focus groups.
- Individual learning plans for gifted and highly gifted students.
- Advanced learning pathways and acceleration opportunities in all domains.
- Teaching and Learning programs show evidence-informed differentiation based on a variety of assessments (including formative assessment).

Examples of domain-specific evidence for policy standard 1.1.1

Creative domain

- School production/extra-curricular participation and achievement data.
- Self-nominations, referral and success in external creative programs and opportunities.
- Opportunities within school or through external partnerships for students to further develop their creative capabilities.
- Application of practical strategies to create a high expectations culture as listed in the creative domain discussion paper.

Physical domain

- School sport and carnival participation data.
- A student voice survey.
- Representative school and external sport participation and competition data.
- Individual goal setting, access to mentors and opportunities to observe students with higher abilities as listed in the physical domain discussion paper.

Intellectual domain

- Teaching and learning programs embed effective strategies such as high challenge, high engagement learning experiences.
- Student work samples with evidence of effective feedback resulting in high challenge.
- Student participation in school, interschool and external advanced learning pathways, competitions and examinations.
- Student participation in philosophy programs. For example, elective courses and CESE resources.

Social-emotional domain

- Opportunities within school and the community for students to develop leadership or entrepreneurial capability as listed in the social-emotional discussion paper.
- Community and volunteer program nomination, awards and participation, for example, The Premier's Volunteer Recognition Program.
- Evidenced-informed student mentor/peer support programs.
- Social justice and advocacy.
- Student voice initiatives.

Self-evaluation – policy standard 1.1.1

Learning domain → Learning culture → High expectations		
Delivering	Sustaining and growing	Excelling
The school holds high expectations for all students. Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents/carers are known and inform planning for learning.	There is ongoing commitment within the school community that all students make learning progress and are supported in their wellbeing. Partnerships with parents/carers and students support a clear focus to guide integrated planning for learning and wellbeing.	The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. Strong partnerships with parents/carers support student learning and wellbeing. Student motivation for continuous and ongoing improvement is clearly evident.
Assessment against policy standard 1.1.1 :		

Learning domain → Curriculum → Curriculum provision		
Delivering	Sustaining and growing	Excelling
The school offers a curriculum that meets requirements of the NSW Education Standards Authority and Department of Education policies, providing equitable academic opportunities for students.	The school's curriculum provision and evidence-informed teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school focusses on transition points (for example into K; Y6 to Y7; Y10 to Y11) when designing and implementing the curriculum.	The school's curriculum provision promotes high expectations for student learning and nurtures student agency. Effective practices are enhanced by incorporating student voice and fostering learning alliances with other schools or organisations, where appropriate. Students' learning pathways are longitudinally monitored (for example K-2; K-6; 7-12) to ensure sustained challenge and optimal learning outcomes.
Assessment against policy standard 1.1.1 :		

↑

Self-evaluation – policy standard 1.1.1 (continued)

Leading domain → Educational Leadership → High expectations culture		
Delivering	**Sustaining and growing**	**Excelling**
The leadership team oversees the provision of support and professional development for every staff member to ensure the implementation of relevant department policies within a culture of high expectations.	The leadership team promotes a culture of high expectations through the development of processes to collaboratively review teaching practices to affirm quality and challenge and address underperformance.	The leadership team has established a strong professional learning community with a sustained focus on evidence-informed teaching, wellbeing, and leadership practices. There is a collaborative culture of high expectations and continuous improvement across the school, underpinned by high staff wellbeing.

Assessment against policy standard 1.1.1 :

HPGE policy statement 1.2 – Assessment and data are used in an ongoing manner to inform learning and teaching across all domains of potential: creative, intellectual, physical and social-emotional

Most relevant SEF themes

Learning domain	→ Assessment : Formative assessment
	→ Assessment : Summative assessment
	→ Assessment : Student engagement
	→ Assessment : Whole school monitoring of student learning
	→ Reporting : Whole school reporting
Teaching domain	→ Data skills and use : Data use in teaching

Sources of evidence

Examples of general evidence for policy statement 1.2

- Evidence examples taken from the Effective assessment practices - a guide for teachers and leaders.
- Scout > Attendance & Engagement.
- SMART goal monitoring of Individual Learning and Support Plans for gifted and highly gifted students.
- Whole school evaluation and analysis of assessment data.

Examples of domain-specific evidence for policy statement 1.2

Intellectual domain

- Best Start Kindergarten, Transition to Year 7, NAPLAN, Check-in, HSC and on-demand assessments.
- Off-level testing data and analysis.
- Cognitive and general ability assessments.
- School based formative and summative assessment data.
- Advanced learning pathways and acceleration data and monitoring (subject, program or whole year).
- Opportunity class and selective high school data (offers/reserves).

Physical domain

- Instruments that assess high potential in the physical domain (Appendix C and D physical domain discussion paper).

- Formative and summative assessment using the physical literacy continuum.
- Physical fitness testing conducted in accordance with curriculum guidelines.
- School or external sports carnival participation and performance data.
- Students from all backgrounds are represented in talent development programs (physical domain discussion paper p6-8).

Creative domain

- Effective assessment strategies using NESA course requirements.
- External examinations and performance (for example, AMEB).
- Student demonstration of creativity in one or more key learning areas (creative domain discussion paper p 9-15).
- Self-nominations, referral and success in internal and external creative programs and opportunities.
- School involvement and identification in department programs through the Arts Unit.

Social-emotional domain

- Nomination, participation and selection data in competitions and programs, for example, Premier's Debating Challenge, Public Speaking.
- Student mentor and peer support program data.
- Nomination and participation data in student voice initiatives.
- Emotional intelligence, resilience and related specific surveys or assessments.
- Leadership roles across domains.
- Social competencies are recognised (social-emotional domain discussion paper p5).

Self-evaluation – policy statement 1.2

Learning domain → Assessment → Formative assessment		
Delivering	Sustaining and growing	Excelling
Teachers collect and use assessment data to monitor achievements and identify gaps in learning to inform planning for student groups and individual students.	Teachers use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.	Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Teachers expertly implement formative assessment, incorporating student voice and agency.

Assessment against policy statement 1.2 :

Learning domain → Assessment → Summative assessment		
Delivering	Sustaining and growing	Excelling
Assessment meets all NESA requirements. It is planned and implemented in all classes and data is used to inform teaching.	Assessment is a tool that supports learning across the school. Teachers use a range of assessments to capture information about student learning. There is a whole school approach to support consistency of teacher analysis and judgement about student achievement.	The school analyses student progress and achievement data and a range of other contextual information. Teachers adjust their practice to trends in student achievement, at individual, group, and whole school levels.

Assessment against policy statement 1.2 :

↑

Self-evaluation – policy statement 1.2 (continued)

Learning domain → Assessment → Student engagement		
Delivering	Sustaining and growing	Excelling
Students understand learning goals and know when and why assessment is undertaken.	Teachers share criteria for assessment with students. Formative and summative assessments provide students with opportunities to receive, reflect on and offer feedback about their learning, fostering their sense of agency.	Students understand and are actively engaged to provide feedback on assessment approaches used in learning. Student agency is developed through embedded processes for receiving, reflecting and providing feedback on their learning that is analysed and used to inform teaching.

Assessment against policy statement 1.2 :

Learning domain → Assessment → Whole school monitoring of student learning		
Delivering	Sustaining and growing	Excelling
There is a whole school assessment approach to ensure the learning of all students is systematically resourced and monitored.	The school analyses assessment data to identify student and cohort learning progress. Teachers use summative data to identify student learning, allocate resourcing and validate formative assessment practices.	The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-informed judgement and moderation of assessments.

Assessment against policy statement 1.2 :

Self-evaluation – policy statement 1.2 (continued)

Learning domain → Reporting → Whole school reporting		
Delivering	Sustaining and growing	Excelling
The school analyses internal and external assessment data to monitor and report on student and school performance.	The school has explicit processes to collect and analyse specific internal and external student and school performance data for formal reporting.	The school uses embedded processes and systems for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning and the allocation of resourcing, aligned with improvement measures in the School Excellence Plan.

Assessment against policy statement 1.2 :

Teaching domain → Data skills and use → Data use in teaching		
Delivering	Sustaining and growing	Excelling
Teachers have the opportunity to review student assessment data and relevant background information, and compare results from external assessments (e.g., Check-in Assessments, NAPLAN, HSC) with internal measures to build consistent and comparable judgement of student learning.	Assessments are developed/sourced and used across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.	Teachers clearly understand, develop, and apply a full range of formative and summative assessment strategies. They use their professional judgement effectively on when and how to apply these strategies to gather data that informs teaching decisions, enables ongoing monitoring and assessment of student progress and achievement, and facilitates reflective analysis of teaching effectiveness.

Assessment against policy statement 1.2 :

↑

HPGE policy statement 1.3 – High potential and gifted students from all backgrounds have access to quality learning opportunities that meet their needs and aspirations

Most relevant SEF theme

Learning domain	→ Student growth and performance: Internal and external measures (such as NAPLAN and HSC) against syllabus standards
Leading domain	→ Educational leadership: Leading, teaching and learning → Educational leadership: Community engagement

Sources of evidence

Examples of general evidence for policy statement 1.3

- Programs that promote inclusion and work towards closing equity gaps, including community partnerships that support equitable outcomes.
- The school monitors and responds to student aspirations.
- Screening processes for high potential and gifted students which are culturally appropriate, inclusive, and ensure high potential and gifted students from all backgrounds are given opportunity.
- Individual learning plans with specific strategies to support high potential and gifted students from all backgrounds.
- Schools assess and identify student underachievement and embed strategies to reverse it for all students.
- School Budget Allocation Report (SBAR) allocations used to support the implementation of strategies targeting HPG students from all backgrounds.
- Specific strategies to assess and identify, and meet the learning needs of high potential and gifted EAL/D students and/or refugee students.
- Use of tools and resources that promote equitable access to opportunities, for example, Inclusive practice hub.

Examples of domain-specific evidence for policy statement 1.3

Social-emotional domain

- Leadership and participation in school, family and inclusive community programs.
- High potential and gifted students from all backgrounds lead or are represented in student mentoring, leadership and peer support programs.
- High potential and gifted students from all backgrounds lead and are represented in student voice initiatives.
- Social-emotional development programs specifically catering for the needs of high potential and gifted students from all backgrounds, for example, rural and remote, low socio-economic background, students at risk.
- The use of department tools and resources that promote inclusive student voice platforms.

Creative domain

- High potential and gifted students from all backgrounds are represented in school and external creative programs, for example, School Spectacular, and the Game changer challenge.
- Creative programs embed a high expectations culture inclusive of students from all backgrounds, through appropriate and reasonable adjustments and support.
- Creativity and critical thinking, in teaching and learning programs is inclusive of high potential and gifted students from all backgrounds.
- Evidence of community engagement in creative arts from high potential and gifted students from all backgrounds.

Physical domain

- High potential and gifted students from all backgrounds are represented at each level of representative teams, for example, zone through to national level.
- High potential and gifted students from all backgrounds have the opportunity to be included in all talent development programs.
- All high potential and gifted students, including students who experience disadvantage, are given given equitable access to be able to engage and participate at all levels of representative teams.

Intellectual domain

- NCCD data and disability adjustments for high potential and gifted students with disability.
- Performance data for students who experience disadvantage is monitored.
- High potential and gifted students from all backgrounds are represented in Advanced learning pathways and acceleration, for example, maths, writing and science competitions, early entry to school.

Self-evaluation – policy statement 1.3

Learning domain → Student growth and performance → Internal and external measures (such as NAPLAN and HSC) against syllabus standards		
Delivering	Sustaining and growing	Excelling
There are school-wide practices for using internal and external assessments to assess student progress and achievement against syllabus outcomes. The school uses student demographic data to monitor equity gaps.	School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. The school uses assessment and student data to identify and monitor the learning needs of all equity groups within the school community.	School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

Assessment against policy statement 1.3 :

Self-evaluation – policy statement 1.3 (continued)

Leading domain → Educational leadership → Leading teaching and learning		
Delivering	Sustaining and growing	Excelling
The leadership team ensures curriculum and assessment implementation through planning, monitoring, and reviewing teaching and learning programs. They also manage assessment and reporting of student achievement in line with NESA and Department of Education requirements.	Professional learning in the school emphasises the development of effective learning and leadership practices focused on whole school improvement. New and aspiring leaders are supported and staff demonstrate a shared responsibility for student achievement.	The leadership team maintains a focus on distributed educational leadership to support collective efficacy and aspiration. This sustains a culture of effective, evidence-informed teaching and ongoing improvement, ensuring every student is engaged and achieves measurable learning progress and closing of equity gaps.

Assessment against policy statement 1.3 :

Leading domain → Educational leadership →Community engagement		
Delivering	Sustaining and growing	Excelling
Parents/carers and community members have the opportunity to engage in a range of school related activities which help build a cohesive educational community and enhanced sense of belonging.	The school understands the diversity of their broader community by regularly engaging in a range of school and community-based activities. Feedback on school performance is solicited and addressed from students, staff, parents/carers and the broader school community.	The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community. There is a shared commitment to school priorities which enable the success of every child. The school partners with the community to support equitable outcomes.

Assessment against policy statement 1.3 :

HPGE policy statement 1.4 – High potential and gifted students across all domains require evidence-informed talent development to optimise their growth and achievement

Most relevant SEF themes

Learning domain	→ Curriculum : Teaching and learning programs
	→ Curriculum : Differentiation
Teaching domain	→ Effective classroom practice : Lesson planning
	→ Effective classroom practice : Explicit teaching
	→ Effective classroom practice : Feedback

Sources of evidence

Examples of general evidence for policy statement 1.4

- Advanced learning pathways and acceleration across all domains.
- Teaching and learning programs showing clear evidence informed differentiation driven by formative assessment.
- Talent development supported through collaboration with other schools, organisations, parents/carers and the wider community.
- Students and teachers co-design learning goals and engage in effective reflection and feedback to develop talent across domains.
- Flexible grouping structures for high potential and gifted students which are purposeful, challenging, and informed by ongoing assessment and data.

Examples of domain-specific evidence for policy statement 1.4

Creative domain

- Optimising growth and achievement through flexible support for students in targeted talented development programs, for example, NSW Public Schools State Music Camps.
- Teaching and learning programs across all key learning areas with evidence of explicit teaching of critical and ceative thinking, and problem solving.
- Creative and critical thinking focused programs through the department or external providers, for example, the Game Changer Challenge.
- Opportunities for students with technical productive skills and/or expertise.
- Supportive structures for students who participate in external and/or elite programs.
- Online options which promote creativity are implemented for rural and remote students for example, STANSW Young Scientist Investigations, Dorothea Mackellar poetry competition.
- Practical strategies that explicitly encourage creative thought and risk-taking.

Physical domain

- Practical strategies that target high potential in the physical domain and address barriers to talent development.
- Department programs and representative sporting programs and teams.
- Supportive procedures and practices for students who participate in external and/or elite programs.
- Coaching and officiating development opportunities, for example, FTEM Framework.
- Targeted talent development, extension, and advanced learning through specialist sports high school settings.

Intellectual domain

- Teaching and learning programs show evidence of curriculum differentiation adjustment strategies.
- Work samples that demonstrate continuous improvement as a result of effective feedback.
- Whole year or subject acceleration.
- Targeted talent development, extension and advanced learning through purposeful grouping.

Social-emotional domain

- Peer-mentoring programs.
- Advanced public speaking and debating competitions and programs, for example, Premier's Debating Challenge, Public Speaking.
- Social-emotional development programs, for example, peer mediation/support.
- Leadership, social justice and/or entrepreneurial programs and roles at school and/or community levels, for example, Duke of Edinburgh program.
- Leadership opportunities across other domains of potential, for example, Sports Captain.

↑

Self-evaluation – policy statement 1.4

Learning domain → Curriculum → Teaching and learning programs		
Delivering	Sustaining and growing	Excelling
Teaching and learning programs outline the implementation of NSW syllabus outcomes and requirements, describing what all students are expected to know, understand, and do.	The teaching and learning cycle clearly underpins all teaching and learning programs. Programs are inclusive and describe expected student progression in knowledge, understanding and skill. This is aligned and assessed against NSW syllabus outcomes.	Teaching and learning programs are dynamic and culturally responsive, with adjustments made based on feedback and reflection. This is consistent with reliable student assessment to support student progress and achievement.
Assessment against policy statement 1.4 :		

Learning domain : → Curriculum → Differentiation		
Delivering	Sustaining and growing	Excelling
Staff are supported in developing strong pedagogical knowledge to differentiate the curriculum for students with identified needs. The parents/carers of affected students are advised about adjustments made.	Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Students have agency in articulating their learning and understand what they need to learn next to enable continuous improvement.	Teachers think critically and exercise their professional judgement in adjusting teaching and learning programs to address individual student needs and learning goals. All students are challenged, and all adjustments lead to improved engagement for learning. Teachers involve students and parents/carers in planning to support learning and share expected outcomes.
Assessment against policy statement 1.4 :		

↑

Self-evaluation – policy statement 1.4 (continued)

Teaching domain → Effective classroom practice → Lesson planning		
Delivering	Sustaining and growing	Excelling
Teachers review and revise lesson plans, sequences, and adjustments, ensuring content is based on the curriculum and teaching practices are effective. Teachers use student progress and achievement data to inform lesson planning.	Teachers collaborate across faculties/ stages/ teams to share curriculum knowledge, data, feedback and other information about student progress and achievement. This is used to inform the development of evidence-informed inclusive programs and lessons that meet the needs of all students.	Lessons are systematically planned as part of a coherent program that has been collaboratively designed. Teachers use their professional judgment to make adjustments to suit student needs as they arise. Lesson planning is informed by students' prior achievement, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Assessment against policy statement 1.4 :

Teaching domain → Effective classroom practice → Explicit teaching		
Delivering	Sustaining and growing	Excelling
Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers explicitly review previous content and preview the learning planned with students in each class.	There is a school-wide explicit teaching approach which incorporates modelled, guided and independent practice. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs and use a range of explicit strategies to explain and break down knowledge.	Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Assessment against policy statement 1.4 :

Self-evaluation – policy statement 1.4 (continued)

Teaching domain → Effective classroom practice → Feedback		
Delivering	Sustaining and growing	Excelling
Teachers respond to student learning. They check that students understand the feedback received and the expectations for how to improve.	Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.	Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Assessment against policy statement 1.4 :

HPGE policy statement 1.5 – Safe learning environments that support the social–emotional development and wellbeing of high potential and gifted students enables them to connect, succeed and thrive.

Most relevant SEF themes

LEARNING DOMAIN	
	→ Learning culture : Transitions and continuity of learning
	→ Learning culture : Attendance
	→ Wellbeing : Caring for students
	→ Wellbeing : A planned approach to inclusion and wellbeing
	→ Wellbeing : Individual learning needs
	→ Wellbeing : Behaviour
	→ Reporting : Student reports
	→ Reporting : Parent engagement

Sources of evidence

Examples of general evidence for policy statement 1.5

○ Specific programs, practices and procedures that build social-emotional development and wellbeing of high potential and gifted students.

○ Wellbeing implementation following analysis of a student voice survey.

○ Peer, teacher and/or external mentor programs to support high potential and gifted students.

○ School supports continuity of learning and flexible attendance for high potential and gifted students involved in training, rehearsal, competition, performance including exemption in accordance with school procedures.

○ The school (for example, teachers, counsellors and learning support) collaborates with parents/carers in the development of individual learning plans to support wellbeing.

○ There is a systematic procedure for supporting the diverse range of student transition needs from P to 12.

○ The school promotes strong partnerships with parents/carers that result in exchange of information enabling students to connect, succeed and thrive.

○ A high expectations culture which monitors behaviour and attendance data for high potential and gifted students, particularly those who underachieve or experience disadvantage.

○ Teaching and learning that embeds explicit teaching of authentic social-emotional skills that promote student wellbeing.

○ Schools have high expectations and recognise the need to systematically increase challenge to build self-awareness and resilience.

Examples of domain-specific evidence for policy statement 1.5

Creative domain

○ School systematically guides creative thought in the classroom to develop positive creative identity. See Creative domain discussion paper.

○ Enrichment, extra-curricular, extension, or accelerated programs/groupings that challenge and support high potential and gifted students.

○ School processes monitor rehearsal and performance workload of students and this is communicated to staff.

○ All students feel empowered and can access staff and/or community members for guidance, support and assistance with workload.

○ There is a systematic approach to supporting the diverse needs of students to promote a safe creative environment.

Social-emotional domain

○ Explicit teaching of peer and self-assessment skills to build capability in peer and self-nomination for student representative groups, leadership roles or group programs.

○ Positive Behaviour for Learning used in monitoring, promoting and developing social-emotional skills and development.

○ Social justice, entrepreneurial and/or leadership projects, including charities, volunteer work and community projects.

Physical domain

○ School partners with community sporting organisations to share expertise and resources.

○ Flexible school processes facilitate talent development by supporting internal and external training and competition workloads of students.

○ School provides a broad range of physical opportunities to promote informed student decision making and wellbeing.

○ Consultation with qualified sports psychologists where appropriate.

Intellectual domain

○ Formalised transition program to support acceleration.

○ Analyse results relating to high expectations and challenge in a student voice survey.

○ Grouping strategies applied in teaching and learning programs use clear evidence informed differentiation.

○ Flexible grouping processes recognise the wellbeing benefits of connecting like-minded students.

Self-evaluation – policy statement 1.5

Learning domain → Learning culture → Transitions and continuity of learning		
Delivering	Sustaining and growing	Excelling
The school actively plans for student transitions (for example, into K; Y6 to Y7; Y10 to Y11, across stages and post school). The school engages with and clearly communicates its transition activities to the school community.	The school collects and analyses information to inform and support students'successful transitions. The school promotes strong partnerships with parents/carers including those with students whose continuity of learning or wellbeing is at risk.	There is systematic approach for supporting the diverse range of student transition needs. This includes those at risk to ensure the continuity of learning and wellbeing of all students from entry to post school. Students and parents/carers are engaged early as key collaborators in all transition processes.
Assessment against policy statement 1.5 :		

Learning domain → Learning culture → Attendance		
Delivering	Sustaining and growing	Excelling
Staff regularly and accurately monitor attendance and take proactive action to address concerns with individual students. The school community celebrates regular and improved attendance.	Attendance data is regularly analysed and factors that impact on attendance and engagement are used to inform planning. Parents/carers and the school community are engaged to foster student attendance. Whole of school and personalised attendance approaches are improving regular attendance rates for students, including those at risk.	There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
Assessment against policy statement 1.5 :		

↑

Self-evaluation – policy statement 1.5 (continued)

Learning domain → Wellbeing → Caring for students		
Delivering	**Sustaining and growing**	**Excelling**
The wellbeing needs of students are understood and explicitly supported by staff using whole school practices and processes.	School practices and processes are regularly reviewed and collaboratively designed to support the wellbeing needs of students. The school prioritises positive engagement between staff and students, ensuring structures are in place to facilitate every student having a staff member to whom they can confidently turn for advice and assistance at school.	Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students. Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance.
Assessment against policy statement 1.5 :		

Learning domain → Wellbeing → A planned approach to wellbeing		
Delivering	**Sustaining and growing**	**Excelling**
Students, staff, parents/carers and the community recognise that student and staff wellbeing and engagement are important conditions for learning. A whole school approach to student and staff wellbeing and engagement is used. This includes staff engaging in relevant professional learning that responds to wellbeing data and identified need.	There is a planned approach for collecting and analysing whole school wellbeing and engagement data. This includes the voice of students and staff to identify, monitor and refine a whole school approach to wellbeing and engagement.	There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.
Assessment against policy statement 1.5 :		

↑

Self-evaluation – policy statement 1.5 (continued)

Learning domain → Wellbeing → Individual learning needs		
Delivering	**Sustaining and growing**	**Excelling**
The learning and wellbeing needs of students are used to inform teaching and learning. Parents/carers are kept informed of how students are being supported.	Individual student learning and wellbeing needs are identified and supported through evidence-informed approaches and programs. This includes targeted support for vulnerable students.	A school-wide, collective responsibility for student learning and success is shared among students, parents/carers, and staff. Planning for learning is informed by robust and holistic information about students' wellbeing and learning needs, developed in consultation with parents/carers where appropriate.
Assessment against policy statement 1.5 :		

Learning domain → Wellbeing → Behaviour		
Delivering	**Sustaining and growing**	**Excelling**
The school's approach to behaviour creates and promotes inclusive, safe and respectful learning environments. Behaviour expectations are clear, consistently implemented and communicated with students and parents/carers.	Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective and safe conditions for teaching and learning. Behaviour expectations are consistently applied throughout the school to enhance engagement and participation of students.	Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom.
Assessment against policy statement 1.5 :		

Self-evaluation – policy statement 1.5 (continued)

Learning domain → Reporting → Student reports		
Delivering	Sustaining and growing	Excelling
Individual student reports meet Department of Education requirements and include personalised descriptions of the student's strengths and growth.	Student reports contain personalised information about individual student learning progress and achievement, and areas for meeting future learning goals.	Student reports are personalised and clear, with specific information about student learning, growth, next steps, and improvement measures, as well as relevant contextual and/or comparative data.
Assessment against policy statement 1.5 :		

Learning domain → Reporting → Parent engagement		
Delivering	Sustaining and growing	Excelling
Schools offer parents/carers information about their children's learning progress, including accessible reports and opportunities to discuss their learning and wellbeing.	Parents/carers are presented with clear information on what and how well their children are learning and receive information in accessible formats about how to support their children's progress. The school collaborates and solicits feedback on its reporting from parents/carers to inform appropriate adjustments.	Teachers directly engage with parents/carers to improve understanding of student learning and strengthen student outcomes. Reporting to parents/carers is responsive to feedback received.
Assessment against policy statement 1.5 :		

↑

HPGE policy statement 1.6 – Engagement with quality research and ongoing professional learning builds teacher and leadership capability to improve growth and achievement for all high potential and gifted students

Most relevant SEF themes

Learning domain	→ Curriculum: Literacy and numeracy focus
Teaching domain	→ Data skills and use : Data literacy
	→ Professional standards : Improvement of practice
	→ Professional standards : Accreditation
	→ Learning and development : Coaching and mentoring
	→ Learning and development : Professional learning
	→ Learning and development : Expertise and innovation
Leading domain	→ Educational leadership : Leading teaching and learning
	→ Educational leadership : High expectations culture
	→ Educational leadership : Performance management and development
	→ School planning, implementation and reporting : School Excellence Plan
	→ School planning, implementation and reporting : Continuous improvement

Sources of evidence

Examples of general evidence for policy statement 1.6

○ School Excellence Plan uses situational analysis to inform professional learning that builds capability of staff in high potential and gifted education.

○ School leaders have completed the High Potential and Gifted Education Entree and Leaders courses.

○ There is growth in the number of staff who have completed HPGE professional learning and engaged with and enacted HPGE resources. For example:

→ domains of potential resources

→ courses in High Potential and Gifted Education

→ Scout and data literacy training

→ Data collection and analysis

→ Curriculum Reform and HPGE

○ A course of action plan is enacted by applying the High Potential and Gifted Education Evaluation and Planning Tool.

○ High Potential and Gifted Education Attitudes and Teaching Practices Survey is completed through the leaders course.

○ Performance and Development Plans (PDPs) featuring HPGE research and/or professional learning across one or more domains.

○ School contextualise Illustrations of Practice, using professional learning questions to build staff capability.

○ Staff engage with the HPGE professional learning community through the HPGE Statewide Staffroom.

Examples of domain-specific evidence for policy statement 1.6

Creative domain

- Staff have applied practical strategies from the creative domain discussion paper.
- Staff have engaged with creative domain illustrations of practice professional learning.
- Staff have professional coaching or credentials/experience that support explicit creative talent development programs.
- Staff are engaged in creative talent development programs. For example, Schools Spectacular or community group.

Intellectual domain

- Staff have applied evidence-informed practices from Revisiting Gifted Education.
- Staff have engaged with intellectual domain illustrations of practice professional learning.
- Staff have qualifications, training or experience to support continuous growth in literacy and numeracy for high potential and gifted students.
- Staff have professional development targeted at recognising and understanding the characteristics of high potential and gifted students.

Physical domain

- Staff have applied practical strategies from the physical domain discussion paper.
- Staff have engaged with physical domain illustrations of practice professional learning.
- Staff have completed the diversity in the physical domain illustration of practice.
- Staff have professional coaching or credentials/experience in the physical domain that support explicit talent development programs.
- Specialised training/ability to meet needs of high potential students in physical disciplines. For example, drumming, TAS, circus skills.
- Staff are engaged in physical talent development programs. For example, PSSA or sport or woodworking community group.

Social-emotional domain

- Staff have applied practical strategies from the social-emotional domain discussion paper.
- Staff have engaged with social-emotional domain illustrations of practice professional learning.
- Staff have professional coaching or credentials/experience in the social-emotional domain.
- Experience working with student leadership development, social justice or entrepreneurial programs.
- Staff are engaged in talent development programs. For example, debating or poetry slam competitions.

Self-evaluation – policy statement 1.6

Teaching domain → Data skills and use → Data literacy		
Delivering	**Sustaining and growing**	**Excelling**
Teachers access and engage in professional learning and discussion that builds in the analysis, interpretation and evaluation of student learning data.	The school promotes and demonstrates professional learning in data concepts, analysis and use of student learning data. Teachers use data effectively to evaluate student understanding of lesson content.	All teachers have a sound understanding of student assessment and data concepts (for example, causality, bias). They are able to identify the most relevant data for a particular purpose. They analyse, interpret, and extrapolate this data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

Assessment against policy statement 1.6 :

Teaching domain : → Professional standards → Improvement of practice		
Delivering	**Sustaining and growing**	**Excelling**
The school has Performance and Development Plan (PDP) processes in place to support teachers in demonstrating proficiency aligned with the Australian Professional Standards. These processes enable teachers to reflect on their practice, plan for their professional development and monitor their progress in order to enhance their performance.	Teachers' Performance and Development Plans (PDPs) are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and areas for further support, with planning in place to identify and build capabilities and source teachers with particular expertise to improve student learning outcomes.	The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

Assessment against policy statement 1.6 :

↑

Self-evaluation – policy statement 1.6 (continued)

Teaching domain → Professional standards → Accreditation		
Delivering	**Sustaining and growing**	**Excelling**
Teachers use the Australian Professional Standards and PDPs to identify and monitor specific areas for further development. Teachers' accreditation is supported by the school.	The school monitors the accreditation status of all staff and encourages aspirational goal setting and the pursuit of higher levels of accreditation.	There is a strong, visible culture in the school that promotes and supports outstanding teaching and leadership pathways including higher-level accreditation. Staff are recognised for skills in leading high impact strategies and quality teaching practices.
Assessment against policy statement 1.6 :		

Teaching domain → Learning and development → Coaching and mentoring		
Delivering	**Sustaining and growing**	**Excelling**
The school's structure and organisation are designed to provide direct support to new staff and beginning teachers through mentorship from experienced teachers, ensuring a smooth transition and ongoing guidance.	Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.	School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.
Assessment against policy statement 1.6 :		

↑

Self-evaluation – policy statement 1.6 (continued)

Teaching domain → Learning and development → Professional learning		
Delivering	Sustaining and growing	Excelling
Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals.	Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve school-wide practice.	The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

Assessment against policy statement 1.6 :

Teaching domain → Learning and development → Expertise and innovation		
Delivering	Sustaining and growing	Excelling
Teachers demonstrate currency of content knowledge and evidence-informed teaching practice in all their teaching areas. Technology and learning spaces are utilised to enhance student learning.	The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence-informed, future-focused practices.	Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Assessment against policy statement 1.6 :

↑

Self-evaluation – policy statement 1.6 (continued)

Leading domain → Educational leadership → Leading, teaching and learning		
Delivering	Sustaining and growing	Excelling
The leadership team ensures curriculum and assessment implementation through planning, monitoring, and reviewing teaching and learning programs. They also manage assessment and reporting of student achievement in line with NESA and Department of Education requirements.	Professional learning in the school emphasises the development of effective learning and leadership practices focused on whole school improvement. New and aspiring leaders are supported and staff demonstrate a shared responsibility for student achievement.	The leadership team maintains a focus on distributed educational leadership to support collective efficacy and aspiration. This sustains a culture of effective, evidence-informed teaching and ongoing improvement, ensuring every student is engaged and achieves measurable learning progress and closing of equity gaps.

Assessment against policy statement 1.6 :

Self-evaluation – policy statement 1.6 (continued)

Leading domain → Educational leadership → High expectations culture		
Delivering	**Sustaining and growing**	**Excelling**
The leadership team oversees the provision of support and professional development for every staff member to ensure the implementation of relevant department policies within a culture of high expectations.	The leadership team promotes a culture of high expectations through the development of processes to collaboratively review teaching practices to affirm quality and challenge and address underperformance.	The leadership team has established a strong professional learning community with a sustained focus on evidence-informed teaching, wellbeing, and leadership practices. There is a collaborative culture of high expectations and continuous improvement across the school, underpinned by high staff wellbeing.
Assessment against policy statement 1.6 :		

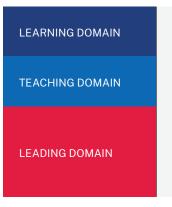| Leading domain → Educational leadership → Performance management and development		
Delivering	**Sustaining and growing**	**Excelling**
The leadership team ensures that annual performance and development processes are implemented for all teaching and non-teaching staff. Performance and development needs are identified and addressed respectfully, promptly, and effectively.	Staff proactively seek to improve their performance in a positive culture of challenge and support. The capabilities of all staff are developed by evidence-informed, collaborative professional learning and feedback practices focused on improvement. Future leaders are identified, supported, and developed.	A high performance culture and strong relational trust enable professional growth and a collaborative feedback culture to flourish. All students are taught by high performing teachers. Leadership capability is developed by identifying, inspiring and enabling potential leaders. The leadership team monitors and evaluates the effectiveness of leadership practices and develops strategies for greater whole school impact.
Assessment against policy statement 1.6 :		

Self-evaluation – policy statement 1.6 (continued)

Leading domain → School planning, implementation and reporting → Continuous improvement		
Delivering	Sustaining and growing	Excelling
The school engages in an inclusive, ongoing process of self-assessment, planning, implementation, and evaluation to collaboratively develop evidence-informed school excellence plans.	The school's regular and cyclical strategic planning actively enables change that leads to improvement, ensuring that school-wide processes are responsive to feedback and evidence.	A school-wide culture of collaboration and continuous improvement exists, where strategic planning and implementation lead to an impact on learning progress and enhanced teaching and leadership practices. Embedded and iterative processes and practices evolve with the changing context of the school community.

Assessment against policy statement 1.6 :

Leading domain → School planning, implementation and reporting → School Excellence Plan		
Delivering	Sustaining and growing	Excelling
The strategic directions of the School eExcellence Plan align to student and system priorities and ensure responsiveness to identified needs. The school leadership team welcome and engage staff, students, parents/carers and the school community in the development of the vision and priorities of the school.	The leadership team embeds planning processes to direct school improvement through initiatives and activities aligned to student needs. Staff are provided opportunities to engage with the strategic directions of the School Excellence Plan to work towards the achievement of the improvement measures.	The school collaboratively uses research, evidence-informed initiatives and innovative thinking in designing and implementing a School Excellence Plan that successfully delivers ongoing, measured improvement in student progress and achievement.

Assessment against policy statement 1.6 :

HPGE policy statement 1.7 – The department supports differentiated and evidence-informed procedures, programs and practices for growth and achievement of all students, including high potential and gifted students

Most relevant SEF themes

LEARNING DOMAIN	→ Student growth and performance : Value-add → Student growth and performance : Student growth
TEACHING DOMAIN	→ Data skills and use : Data analysis → Data skills and use : Data use in planning
LEADING DOMAIN	→ School planning, implementation and reporting : Continuous improvement → School planning, implementation and reporting : School Excellence Plan → School planning, implementation and reporting : Evaluative practice → School planning, implementation and reporting : Annual Reflection and Report

Sources of evidence

Examples of general evidence for policy statement 1.7

○ School Excellence Framework Self-assessment Survey (SEF SaS) includes milestones for HPGE programs and practices as evidence for value add measures.

○ School evaluation processes measure the impact of procedures, programs and practices to promote growth and achievement of high potential and gifted students.

○ Communication is provided for parents and the community about opportunities for high potential and gifted learners across 4 domains.

○ Learning and support teams demonstrate support for high potential and gifted students who experience difficulty with learning.

○ Teaching and learning programs show clear differentiation informed by formative assessment.

○ Utilisation of DoE Quality Teaching Model by key staff to inform training and development in high potential and gifted education and/or support of high potential and gifted students.

○ Professional learning is targeted to build capability in evidenced practices which promote growth for high potential and gifted students across domains.

○ Performance and Development Plans (PDPs) reflect goals, professional learning and evidence in improving understanding and application of evidence based talent development.

○ School networks or community of schools collaborate to translate high potential into high achievements in one or more domains.

○ Application of themes from What works best in practice across domains. For example, data to inform practice.

○ Ongoing application of the HPGE Evaluation and Planning Tool for continuous improvement.

○ SCOUT data is used to track growth and inform planning to ensure continuous improvement for high potential and gifted students.

○ School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities.

Examples of domain-specific evidence for policy statement 1.7

Intellectual domain

- Scout

  → NAPLAN Value Added Across Schools
  → NAPLAN Value Added Across Years.

- Increased evidence of high potential and gifted education evidence-informed strategies used in mathematics programs.
- Analysis of advanced learning pathways, acceleration data.
- Monitoring procedures, programs and practices for student placement in specialist academic opportunities.
- Embedded and effective use of ALAN as formative assessment tools e.g. PLAN2, to inform curriculum compacting, extension and advancement.
- School embeds pre-assessment in literacy programs to inform teaching and learning.

Creative domain

- Monitoring procedures, programs and practices for student placement in specialist creative domain opportunites. For example, Arts Unit statewide and regional opporunties.
- Schools self-assess factors that promote or hinder creativity. See Appendix F, creative domain discussion paper.
- Student participation data from in-school, across schools and external creative programs is used to monitor and target for further opportunities is monitored to target further opportunities for growth.
- Community grants utilised for creative talent development.
- School supports continuity of learning for high potential and gifted students involved in rehearsal, performance or other roles outside of school with flexible attendance and exemption in accordance with exemption from school procedures.

Physical domain

- Monitoring procedures, programs and practices for student placement in specialist physical domain opportunites.
- Annual sporting summaries/evaluations that reflect growth and achievement.
- Increase in staff recognition of diversity in the physical domain.
- School supports continuity of learning for high potential and gifted students involved in training, competition or other roles outside of school with flexible attendance and exemption in accordance with exemption from school procedures. For example, participation in Schools Spectacular.
- Community grants for sports and physical talent development.

Social-emotional domain

- Monitoring procedures, programs and practices for student placement in specialist social-emotional domain opportunites.
- Review numbers participating in leadership programs, ensuring representation P-12.
- School monitors participation in leadership programs of underrepresented student groups.
- Utilisation of a range of DoE student voice opportunities, for example, through the Arts Unit to promote and support talent development.
- The school monitors, reviews and supports initiatives to address the social-emotional needs of high potential and gifted students.
- School engages with the social-emotional discussion paper professional learning questions.
- Schools create a range of social-emotional domain opportunities.

Self-evaluation – policy statement 1.7

Learning domain → Student growth and performance → Value-add		
Delivering	Sustaining and growing	Excelling
The school's value-add is not significantly lower than the value added by the average school.	The school's value-add trend is positive.	The school achieves excellent value-added results, significantly above the value added by the average school.
Assessment against policy statement 1.7 :		

Learning domain → Student growth and performance → Student growth		
Delivering	Sustaining and growing	Excelling
The school identifies growth goals and improvement measures for identified cohorts and individual students, using internal progress and achievement data.	Students are aware of – and most are showing – expected growth on internal school progress and achievement data.	The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.
Assessment against policy statement 1.7 :		

↑

Self-evaluation – policy statement 1.7 (continued)

Teaching domain → Data skills and use → Data analysis		
Delivering	Sustaining and growing	Excelling
The leadership team identifies the most relevant and high impact student progress and achievement data. This is used to inform key decisions together with staff such as professional learning, resourcing and implementation of new programs or initiatives.	There is a school-wide process for analysing the most relevant student data to gain insights into student progress, achievement and wellbeing. Analysis is used collaboratively by staff to determine appropriate actions to improve student learning and wellbeing.	Learning goals for students are informed by the analysis of internal and external student data. Progress towards goals is monitored through the proportionate collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

Assessment against policy statement 1.7 :

Teaching domain → Data skills and use → Data use in planning		
Delivering	Sustaining and growing	Excelling
Clear and accurate analysis of student progress, achievement and wellbeing data informs the school's planning and monitoring efforts. The outcomes of this analysis are shared with the school community through the Annual Report.	There is a coordinated effort by school staff to engage the school community to reflect on student progress and ahievement data and develop plans and strategies for improvement.	School staff collaborate with the school community to use student learning and wellbeing data to identify strategic priorities and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Assessment against policy statement 1.7 :

Self-evaluation – policy statement 1.7 (continued)

Leading domain → School planning, implementation and reporting → Continuous improvement		
Delivering	Sustaining and growing	Excelling
The school engages in an inclusive, ongoing process of self-assessment, planning, implementation, and evaluation to collaboratively develop evidence-informed school excellence plans.	The school's regular and cyclical strategic planning actively enables change that leads to improvement, ensuring that school-wide processes are responsive to feedback and evidence.	A school-wide culture of collaboration and continuous improvement exists, where strategic planning and implementation lead to an impact on learning progress and enhanced teaching and leadership practices. Embedded and iterative processes and practices evolve with the changing context of the school community.

Assessment against policy statement 1.7 :

Leading domain → School planning, implementation and reporting → School Excellence Plan		
Delivering	School Excellence Plan	Excelling
The strategic directions of the School Excellence Plan align to student and system priorities and ensure responsiveness to identified needs. The school leadership team welcome and engage staff, students, parents/carers and the school community in the development of the vision and priorities of the school.	The leadership team embeds planning processes to direct school improvement through initiatives and activities aligned to student needs. Staff are provided opportunities to engage with the strategic directions of the School eExcellence Plan to work towards the achievement of the improvement measures.	The school collaboratively uses research, evidence-informed initiatives and innovative thinking in designing and implementing a School eExcellence Plan that successfully delivers ongoing, measured improvement in student progress and achievement.

Assessment against policy statement 1.7 :

↑

Self-evaluation – policy statement 1.7 (continued)

Leading domain → School planning, implementation and reporting → Evaluative practice		
Delivering	**Sustaining and growing**	**Excelling**
The school engages in ongoing evaluation of activities in the School Excellence Plan by examining process quality and impact to determine the effectiveness of school improvement initiatives.	Evaluation is implemented in a collaborative and systematic way to inform considered adjustments and modifications to whole school areas of focus, programs and initiatives.	There is a culture of evaluative practice which supports the school to efficiently and effectively deliver their strategic priorities and demonstrate improvements in student learning outcomes.

Assessment against policy statement 1.7 :

Leading domain → School planning, implementation and reporting → Annual Reflection and Report		
Delivering	**School Excellence Plan**	**Excelling**
The school accurately uses evidence and data to identify the progress and impact of School Excellence Plan initiatives and reports progress against improvement measures. The school also reflects on the impact of activities funded by equity loadings.	The school's annual reflection processes demonstrate evaluative practices, informed by regular evidence collection and year-round evaluation. Impact statements across all activities show strong alignment with the purpose of the strategic direction, along with appropriate and strategic resourcing.	There are embedded school-wide practices that enable authentic annual reflection and evaluation of implementation and progress monitoring. Annual evaluation of progress and impact informs strategic changes to the School Excellence Plan and effectively aligns with and meets the school's annual reporting requirements.

Assessment against policy statement 1.7 :

↑

Self-evaluation summary

The following provides a summary of all responses submitted whilst self-evaluating against the High Potential and Gifted Education policy statement points and the School Excellence Framework. This summary will help you decide on your focus when planning for implementation in your school. It includes questions to support decision making about what actions to take next.

Corresponding SEF domain & theme		Self-evaluation
1.1.1 – High expectations and effective, explicit, evidence-informed teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential		
Learning domain	Learning culture → High expectations	
Learning domain	Curriculum → Curriculum provision	
Leading domain	Educational leadership → High expectations culture	
1.2 – Assessment and data are used in an ongoing manner to inform learning and teaching across all domains of potential: creative, intellectual, physical,and social-emotional		
Learning domain	Assessment → Formative assessment	
Learning domain	Assessment → Summative assessment	
Learning domain	Assessment → Student engagement	
Learning domain	Assessment → Whole school monitoring of student learning	
Learning domain	Reporting → Whole school reporting	
Teaching domain	Data skills and use → Data use in teaching	
1.3 – High potential and gifted students from all backgrounds have access to quality learning opportunities that meet their needs and aspirations		
Learning domain	Student growth and performance → Internal and external measures (such as NAPLAN and HSC) against syllabus standards	
Leading domain	Educational leadership → Leading teaching and learning	
Leading domain	Educational leadership → Community engagement	

Corresponding SEF domain & theme		Self-evaluation
1.4 – High potential and gifted students across all domains require evidence-informed talent development to optimise their growth and achievement		
Learning domain	Curriculum → Teaching and learning programs	
Learning domain	Curriculum → Differentiation	
Teaching domain	Effective classroom practice → Lesson planning	
Teaching domain	Effective classroom practice → Explicit teaching	
Teaching domain	Effective classroom practice → Feedback	
1.5 Safe learning environments that support the social–emotional development and wellbeing of high potential and gifted students enables them to connect, succeed and thrive.		
Learning domain	Learning culture → Transitions and continuity of learning	
Learning domain	Learning culture → Attendance	
Learning domain	Wellbeing → Caring for students	
Learning domain	Wellbeing → A planned approach to wellbeing	
Learning domain	Wellbeing → Individual learning needs	
Learning domain	Wellbeing → Behaviour	
Learning domain	Reporting → Student reports	
Learning domain	Reporting → Parent engagement	
1.6 – Engagement with quality research and ongoing professional learning builds teacher and leadership capability to improve growth and achievement for all high potential and gifted students		
Teaching domain	Data skills and use measures → Data literacy	
Teaching domain	Professional standards → Improvement of practice	
Teaching domain	Professional standards → Accreditation	

↑

Corresponding SEF domain & theme		Self-evaluation
1.6 (continued)		
Teaching domain	Learning and development → Coaching and mentoring	
Teaching domain	Learning and development → Professional learning	
Teaching domain	Learning and development → Expertise and innovation	
Leading domain	Educational leadership → Leading, teaching and learning	
Leading domain	Educational leadership → High expectations culture	
Leading domain	Educational leadership → Performance management and development	
Leading domain	School planning, implementation and reporting → Continuous improvement	
Leading domain	School planning, implementation and reporting → School Excellence Plan	
1.7 – The department supports differentiated and evidence-informed procedures, programs and practices for growth and achievement of all students, including high potential and gifted students		
Learning domain	Student performance measures → Value-add	
Learning domain	Student performance measures → Student growth	
Teaching domain	Data skills and use → Data analysis	
Teaching domain	Data skills and use → Data use in planning	
Leading domain	School planning, implementation and reporting → Continuous improvement	
Leading domain	School planning, implementation and reporting → School Excellence Plan	
Leading domain	School planning, implementation and reporting → Evaluative practice	
Leading domain	School planning, implementation and reporting → Annual Reflection and Report	

↑

Self-evaluation – Where to next?

As a result of the evaluation summary results, the High potential and gifted education policy statement points for focus will be:

The reasons we have chosen this as our focus is:

This focus also aligns with the following strategic school objectives and priorities:

The evidence we will use to monitor this focus will be:

Add an attachment	View attachments

PLANNING

Collaborate

Assess
and identify

Implement

Build
capability

Using the tool for planning

This planning section is structured using High potential and gifted education policy statements and key actions aligned with SEF. To support planning, a synthesis of key research and general and domain specific examples are provided.

Step 1 – Choose a policy statement point for focus from the self-evaluation summary.

The 'Implement' key action for HPGE policy standard point 1.1.1

Note: Click on the small arrow to the left of the policy point if you need to navigate to the same policy point in the Evaluation section.

HPGE policy standard 1.1.1 – High expectations and effective, explicit, evidence-informed teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential
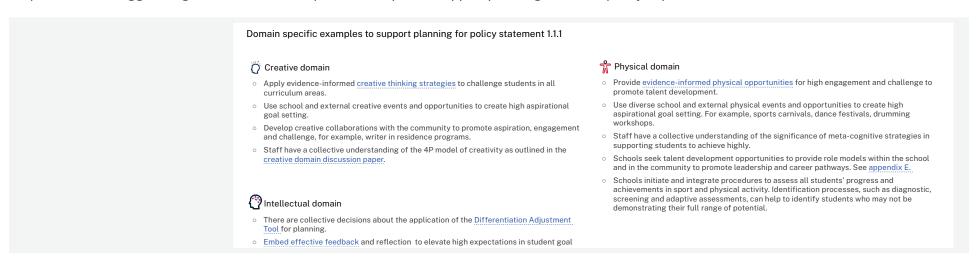
HPGE key action – Implement
Implement evidence-informed procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.

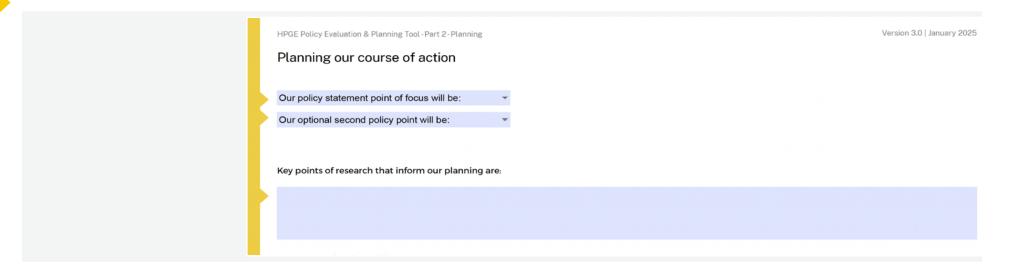## Step 2 – Read the research overview from [Revisiting Gifted Education](#).

Research overview

- High potential and gifted students benefit from:
  - high expectations
  - explicit teaching strategies
  - formative assessment
  - well-structured & sequenced learning experiences (CESE 2019).
- High expectations:
  - are linked with higher achievement and performance for all students
  - matter at all stages of education
  - are particularly important for students experiencing disadvantage
  - need to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation
  - are connected to positive behaviour, improved motivation, enhances self-esteem, improved rates of school completion and high academic success (CESE 2020).
- Lower expectations of low SES students may:
  - affect the level and content of curriculum taught (Attelwell & Thurston 2008, Kelly and Carbabaro 2012).
- Outcomes for students with disability or experiencing disadvantage may be affected by:
  - low expectations
  - barriers accessing programs and/or opportunities
  - under and non-identification of ability (Dixson, Robertson & Worrell 2017, Kettler and Hurst 2017).

PDF Navigation
Navigate back to the table of contents by clicking on the arrow in the bottom-left corner of any page.

47

Step 3 – Use the suggested general and domain specific examples to support planning for HPGE policy implementation.

Domain specific examples to support planning for policy statement 1.1.1

Creative domain

○ Apply evidence-informed creative thinking strategies to challenge students in all curriculum areas.

○ Use school and external creative events and opportunities to create high aspirational goal setting.

○ Develop creative collaborations with the community to promote aspiration, engagement and challenge, for example, writer in residence programs.

○ Staff have a collective understanding of the 4P model of creativity as outlined in the creative domain discussion paper.

Intellectual domain

○ There are collective decisions about the application of the Differentiation Adjustment Tool for planning.

○ Embed effective feedback and reflection to elevate high expectations in student goal

Physical domain

○ Provide evidence-informed physical opportunities for high engagement and challenge to promote talent development.

○ Use diverse school and external physical events and opportunities to create high aspirational goal setting. For example, sports carnivals, dance festivals, drumming workshops.

○ Staff have a collective understanding of the significance of meta-cognitive strategies in supporting students to achieve highly.

○ Schools seek talent development opportunities to provide role models within the school and in the community to promote leadership and career pathways. See appendix E.

○ Schools initiate and integrate procedures to assess all students' progress and achievements in sport and physical activity. Identification processes, such as diagnostic, screening and adaptive assessments, can help to identify students who may not be demonstrating their full range of potential.

Step 4 – Complete the action plan on page 63.

Planning our course of action

Our policy statement point of focus will be: ▼

Our optional second policy point will be: ▼

Key points of research that inform our planning are:

PDF Navigation

↑ Navigate back to the table of contents by clicking on the arrow in the bottom-left corner of any page.

48

HPGE policy standard 1.1.1 – High expectations and effective, explicit, evidence-informed teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential

HPGE key action – Implement

Implement evidence-informed procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.

Research overview

○ High potential and gifted students benefit from:

→ high expectations

→ explicit teaching strategies

→ formative assessment

→ well-structured & sequenced learning experiences (CESE 2019).

○ High expectations:

→ are linked with higher achievement and performance for all students

→ matter at all stages of education

→ are particularly important for students experiencing disadvantage

→ need to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation

→ are connected to positive behaviour, improved motivation, enhances self-esteem, improved rates of school completion and high academic success (CESE 2020).

○ Lower expectations of low SES students may:

→ affect the level and content of curriculum taught (Attelwell & Thurston 2008, Kelly and Carbabaro 2012).

○ Outcomes for students with disability or experiencing disadvantage may be affected by:

→ low expectations

→ barriers accessing programs and/or opportunities

→ under and non-identification of ability (Dixson, Robertson & Worrell 2017, Kettler and Hurst 2017).

General examples for policy standard 1.1.1

Delivering

○ High expectations are acknowledged and equitable opportunities are provided for all students, including those who underachieve.

○ Aspirations of HPG students and their parents/carers are known and inform planning for learning.

Sustaining and growing

○ Student voice and agency programs support aspirational goal setting.

○ Professional learning focuses on ongoing whole school improvement that demonstrates a shared responsibility for talent development.

○ There is ongoing commitment to assess, identify and support gifted and highly gifted students including advanced learning pathways and acceleration.

○ Transition procedures are strategic in supporting a culture of high expectations through collaborative partnerships.

Excelling

○ The whole school community collaborates to embed a sustainable culture of evidence-informed teaching resulting in measurable improvement.

○ Student voice clearly demonstrates motivation for continuous improvement and high expectations.

Domain specific examples to support planning for policy standard 1.1.1

Creative domain

○ Apply evidence-informed creative thinking strategies to challenge students in all curriculum areas.

○ Use school and external creative events and opportunities to create high aspirational goal setting.

○ Develop creative collaborations with the community to promote aspiration, engagement and challenge, for example, writer in residence programs.

○ Staff have a collective understanding of the 4P model of creativity as outlined in the creative domain discussion paper.

Intellectual domain

○ There are collective decisions about the application of the Differentiation Adjustment Tool for planning.

○ Embed effective feedback and reflection to elevate high expectations in student goal setting.

○ Increase in the use of external intellectual opportunities for students from all backgrounds. For example mathematics and writing competitions.

Physical domain

○ Provide evidence-informed physical opportunities for high engagement and challenge to promote talent development.

○ Use diverse school and external physical events and opportunities to create high aspirational goal setting. For example, sports carnivals, dance festivals, drumming workshops.

○ Staff have a collective understanding of the significance of meta-cognitive strategies in supporting students to achieve highly.

○ Schools seek talent development opportunities to provide role models within the school and in the community to promote leadership and career pathways. See appendix E.

○ Schools initiate and integrate procedures to assess all students' progress and achievements in sport and physical activity. Identification processes, such as diagnostic, screening and adaptive assessments, can help to identify students who may not be demonstrating their full range of potential.

Social-emotional domain

○ Staff understand the signs of high potential in the social-emotional domain and there is a whole school culture that actively seeks to develop talent in this domain.

○ Cultivate evidence-informed social-emotional opportunities for high engagement and challenge to promote talent development in all curriculum areas.

○ Explicit programming of social-emotional learning across all domains, for example, ethical reasoning.

○ Students from all backgrounds are given the opportunity to build aspiration in leadership and entrepreneurial skills.

○ Embed social skills programs in collaboration with the local community for sustainable leadership partnerships. For example, inclusive cultural partnerships, student voice.

HPGE policy statement 1.2 – Assessment and data are used in an ongoing manner to inform learning and teaching across all domains of potential: creative, intellectual, physical and social-emotional

HPGE key action – Assess and identify

Assess and identify the specific learning needs of all high potential, gifted and highly gifted students.

Research overview

○ Best practice in assessing and identifying the needs of high potential and gifted students includes:

→ multiple measures

→ mix of quantitative and qualitative assessments used over time

→ need to be objective, valid and reliable (Moon, 2012; Acar et al. 2016).

○ A broad range of assessments can be used to assess learning potential including combining:

→ ability tests, achievement tests, rating scales, dynamic assessments, portfolios and open-ended assessments

→ ongoing formative assessment, teaching and learning programs offered at the right level and pace (Cao, Jung & Lee, 2017).

○ Flawed assessment and identification procedures can contribute significantly to:

→ under-representation and underachievement of students from minority and low socioeconomic backgrounds (McCoach, 2001)

→ under-representation of high potential students with disability

→ non-identification of students through reliance on a single measure or method (Baker, 2003; McBee, Peters & Waterman, 2014).

○ Recent research has shown:

→ universal screening measures are significantly more likely to identify students from diverse backgrounds (Card & Giuiliano, 2016; McBee, Peters & Miller, 2016).

General examples for policy statement 1.2

Delivering

○ Systematic monitoring ensures that transition points document student ability, interest, and/or participation in enrichment or extra-curricular programs across all domains.

○ Assessment and identification informs teaching and learning programs and practices, for example, differentiated adjustment strategies to extend students beyond their current level of mastery in all domains of potential.

○ Develop objective, valid and reliable assessments across all domains to assess and identify gaps to inform learning and teaching for high potential and gifted students.

Sustaining and growing

○ Students understand why they have been given challenging learning goals and when and why assessment is undertaken.

○ Teachers use pre-assessment to determine what students already know and understand; they use this data to avoid repetition and provide challenge that meets learning needs.

○ There is a coordinated effort to develop a range of school-wide evidence-informed assessment to identify high potential across domains.

○ There is a whole school approach to support teacher analysis and judgment for assessment of high potential and gifted students. For example, low-floor, high ceiling assessments and identification of underachievement.

Excelling

○ Use student voice in the development of assessment measures, success criteria and types of feedback across all domains.

○ Establish a community of practice or network at a school and/or wider community to reflect on and adjust analysis practices, including monitoring of report data.

○ Ongoing monitoring and systematic processes which are flexible and respond to the full range of summative and formative assessment leading to measurable improvement.

Domain specific examples to support planning for policy statement 1.2

Creative domain

○ School teams use formative assessment to determine students' capacity to make creative connections across the syllabus, for example exploring a mathematical concept through art or drama.

○ School wide processes, procedures and practices embed creativity through student voice.

○ The school uses expert panel assessment to determine the 4P creative process.

○ Teachers embed Appendices E and K from the creative domain discussion paper to formatively assess creativity.

Intellectual domain

○ Teachers use pre-assessment data to inform teaching and learning to avoid repetition and provide challenge for high potential and gifted students.

○ Apply differentiated adjustment strategies informed by data such as Best Start Kindergarten, Check-in, NAPLAN, Valid, HSC and contextualized adapted Short assessments.

○ School-wide assessment includes opportunity for students to demonstrate their full range of ability. This may include monitoring for application of content and connections within and across subjects.

○ When appropriate, utilise multiple methods of assessments to monitor growth and inform advanced placement and acceleration options for highly gifted students.

Physical domain

○ Optimise participation in physical opportunities for students from all backgrounds through formative assessment over time.

○ Use of the physical literacy continuum to assess and identify needs of high potential and gifted students.

○ Analyse and act on physical domain data for individual and group progress. For example, sports carnivals and dance performances.

○ Develop and use objective, valid and reliable criteria to identify high potential, as well as high performance, in selection trials.

○ Collate and analyse student data from coaches, external programs and other community sources.

Social-emotional domain

○ Use of multiple measures to assess and identify students from all backgrounds for competitions and programs, for example, Combined High Schools Debating, Public Speaking.

○ Teachers actively and consistently look for high potential in the social-emotional domain in the classroom and seek to provide talent development opportunities.

○ Data collected from formative assessment, including teacher observations on student self management strategies.

HPGE policy statement 1.3 – High potential and gifted students from all backgrounds have access to quality learning opportunities that meet their needs and aspirations

HPGE key action – Implement

Implement evidence-informed procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.

Research overview

○ High potential and gifted students:

→ come from all social, linguistic and cultural backgrounds but some groups are proportionally less identified for inclusion in gifted programs.

→ from disadvantaged groups are more likely to underachieve (Olszewski - Kubilius et al., 2004).

○ Differences in high-level achievement gaps, or 'excellence gaps' (Burroughs & Plucker, 2014; Hardesty, McWilliams & Plucker, 2014) often:

→ start early and widen over time (Morgan et al., 2016)

→ are caused by inappropriate identification measures

→ are caused by low expectations and barriers to equitable access of gifted education programs (Dixson, Robertson & Warrell, 2017; Kettler & Hurst 2017).

○ Effective use of selected strategies can:

→ achieve greater representation of high potential and gifted students who experience disadvantage

→ include early intervention by teachers and schools to prevent excellence gaps.

○ Significant adjustments and interventions for students in the highly gifted range are required as they:

→ are vastly more advanced

→ are statistically rare and most teachers will encounter very few over their career (Gross, 2004)

→ have significantly more complex learning needs (Lubinksi, 2016).

General examples for policy statement 1.3

Delivering

○ Establish procedures, programs and practices for early intervention to assess, identify and address learning needs of students to reduce excellence gaps.

○ Review and monitor budget priorities to consider what is most effective for growth and performance of high potential and gifted students from all backgrounds.

○ Implement reasonable adjustments to ensure high potential and gifted students with disability have access to the curriculum on the same basis as other high potential and gifted students.

Sustaining and growing

○ The school and community share responsibility to nurture talent development for students from all backgrounds.

○ Embedded procedures, programs and practices across all domains that meet, monitor and review the needs of high potential and gifted students from all backgrounds.

○ Students from all backgrounds have equitable access to quality learning that leads to ongoing improvement in student progress and achievement.

Excelling

○ The school ensures that every student is engaged with evidence-informed teaching, leading to measurable learning progress and closing of equity gaps.

○ There is a shared commitment between school and community that supports high aspiration and equitable outcomes so all high potential and gifted students achieve in all domains.

Domain specific examples to support planning for policy statement 1.3

Creative domain

○ Facilitation of community workshops, for example, art and dance from a range of styles and traditions.

○ Opportunites are provided for students from all backgrounds to showcase ability in the creative domain. For example, drama, woodwork, science investigations.

○ Include diverse perspectives and examples of creativity that are represented in the backgrounds of your students.

○ Connect students from all backgrounds to creative role models and mentors who have similar experiences.

○ Source opportunities, for example, through the Arts Unit, to develop the talent of high potential and gifted students from all backgrounds.

Intellectual domain

○ Tailored resourcing and support is provided for EAL/D students across key learning areas to ensure equitable access to high challenge programs.

○ Use culturally appropriate procedures to assess and identify students for advanced learning pathways, for example, acceleration of Aboriginal students.

○ Tailored resourcing and support for high potential is responsive to: students, family, socio-economic status, language and cultural background, health and wellbeing and geographic location.

○ Monitoring of individual learning plans which include reasonable adjustments for high potential and gifted students with disability.

○ Highly gifted students have access to quality learning opportunities that include significant adjustments and interventions to meet their advanced learning needs.

○ Advocacy of system wide provisions for high potential and gifted students, for example, Aurora College for rural and remote students.

Physical domain

○ There are school-wide practices to identify and reduce barriers for underrepresented students in physical talent development. Also refer to the physical domain discussion paper.

○ Using local norms in contextual identification of high potential for equitable opportunities and talent development.

○ Promote and target equitable access to physical domain learning opportunities to increase participation of students from all backgrounds.

○ Connect students from all backgrounds to physical domain role models and mentors who have similar experiences.

Social-emotional domain

○ A school wellbeing contact or mentor supports student social-emotional needs to optimise talent development in the social-emotional domain.

○ Implementation of specific social-emotional learning or leadership/student voice programs which are inclusive of student diversity at the school.

○ Develop inclusive student leadership programs that partner with the community to support equitable outcomes.

HPGE policy statement 1.4 – High potential and gifted students across all domains require evidence-informed talent development to optimise their growth and achievement

HPGE key action – Implement

Implement evidence-informed procedures, programs and practices that meet the learning and wellbeing needs of all high potential and gifted students and facilitate talent development.

Research overview

- High expectations, explicit teaching strategies, formative assessment, and well-structured and sequenced learning experiences are just as important for gifted students as they are for all learners. (CESE 2019).
- Flexible practices for assessment and grouping may have benefits for gifted low SES students (Loveless 2014; Card & Giuliano 2016a, 2016b).
- Howley et al (2009) found that in rural and remote settings where grouping options are limited, academic acceleration and curriculum differentiation may be effective options.
- Acceleration is considered one of the most effective educational interventions for gifted students with a typical effect size of +0.42 and +1.62 (Rogers, 2007, 2015; Steenbergen-Hu, Makel & Olszewski-Kubilius 2016).
- Gifted children who enter school early show long term positive academic and social outcomes (Assouliune et al. 2015).
- Strategies such as:

  → purposeful grouping with curriculum differentiation and equitable assessment processes

  → academic acceleration

  → purposeful gifted programs

  → extension (Subotnik, Olszeski-Kubilius & Worrell 2011, Steenbergen-Hu, Maken & Olszeski-Kubilius 2016).

General examples for policy statement 1.4

Delivering

- Teachers have a pedagogical understanding of how to differentiate curriculum to extend high potential and gifted students beyond their current level of mastery.
- School-wide procedures and practices suppprt continuity of learning for students participating in advanced programs. For example, a mentor teacher or flexible attendance and exemption.
- The school optimises talent development across the four domains by auditing current programs and opportunities to identify strengths and plan for improvement.
- The school communicates specialist school settings to support talent development for high potential students from all backgrounds.

Sustaining and growing

- Teachers know the syllabus content well and make adjustments to teaching and learning based on pre-assessment to increase challenge for high potential students.
- Develop quality individual learning plans reflective of students' differentiated learning and wellbeing needs across domains with specific reference to evidence-informed strategies for talent development.
- Teachers use a range of evidence-informed explicit teaching strategies that optimise growth and achievement for high potential and gifted students. For example, an understanding of the 'expertise reversal effect.'

Excelling

- Sustained analysis of assessment, data and evidence to inform teaching and learning, on an ongoing basis across all domains of potential, to ensure high potential and gifted students from all backgrounds are extended beyond their current level of mastery.
- The school supports advanced learning pathways which include purposeful grouping and subject and grade acceleration.

Domain specific examples to support planning for policy statement 1.4

⚬ Creative domain

- ○ Develop sustained collaborative connections with mentors/experts or peers to support creative talent development. For example, robotics, sculpture, creative writing.
- ○ Embed explicit teaching of critical and creative thinking, and problem solving in teaching and learning programs across all key learning areas.
- ○ Facilitate opportunities for advanced learning pathways and acceleration in creative subjects or extra-curricular programs such as single subject acceleration or placement in groups with like ability peers.
- ○ The school uses the 4P model of creativity for students to engage in legacy projects. See creative domain discussion paper.
- ○ Source experts through school partnerships and community organisations to optimise talent development.
- ○ Use of student voice in the creative design process for school and community programs, environments and initiatives.

Intellectual domain

- ○ Parent and student surveys support teachers to know students interests and abilities.
- ○ Embed formative assessment including pre-assessment to inform the selection of differentiation strategies to extend students. For example, challenge, complexity and abstraction.
- ○ Use formative assessment to inform purposeful and flexible grouping and advanced learning pathways.
- ○ The school actively seeks to find enrichment, extension and extra-curricular intellectual domain programs that are sustainable, challenging and purposeful.
- ○ Develop collaborative partnerships between schools and networks to create advanced learning pathways, including acceleration opportunities.

Physical domain

- ○ Teachers nominate students with high potential to participate in physical domain opportunities and/or representative group selection. For example, woodwork, cooking, dance, drumming, volleyball.
- ○ Implement procedures to ensure students participate in a variety of sports that develop a range of physical skills and abilities.
- ○ Provide and promote opportunities for advanced learning pathways in above level or above age training and/or competition.
- ○ The school actively seeks to find enrichment, extension and extra-curricular physical domain programs that are sustainable, challenging and purposeful.
- ○ School resourcing considers how students experiencing disadvantage can have equitable access to talent development opportunities.
- ○ The school procedures outlining how all students are selected for the Representative School Sport Pathway are communicated to the school community and are evaluated as part of an ongoing review cycle.
- ○ Develop mentoring programs with experts through sporting organisations and/or between school settings e.g. primary to secondary.

Social-emotional domain

- ○ Enhance student leadership programs with authentic initiatives to effect change in the local community. For example in partnership with council or external organisations.
- ○ Develop sustainable peer support programs with purposeful training and support.
- ○ Facilitate and promote student voice initiatives. For example student representation in school decision making or Minister's Student Council.
- ○ The school actively seeks to find enrichment, extension and extra-curricular social-emotional domain programs that are sustainable, challenging and purposeful.
- ○ Entrepreneurial learning opportunities are valued, promoted and facilitated school wide.
- ○ Connect high potential and gifted students with community leaders and/or role models for mentoring and workshop opportunities.

HPGE policy statement 1.5 – Safe learning environments that support the social–emotional development and wellbeing of high potential and gifted students enables them to connect, succeed and thrive

HPGE key action – Collaborate

Collaborate with families, school communities and the wider community to enhance growth and achievement for all high potential and gifted students.

Research overview

- All learners need a supportive learning environment, and feel a sense of success, wellbeing and belonging in order to achieve. (CESE 2019)
- Frustration caused by asynchronous development can be more profound with students of exceptional ability, for whom the gap between ideas and skills may be even greater (Gross 2004).
- Forced choice dilemma can cause students to feel they have to make a choice between social acceptance and underachievement or social isolation (Gross 2004).
- A lack of appropriate challenge can contribute to disengagement causing students to switch off and potentially be distracted (Sisk 1988; Gallagher, Harradine & Coleman 1997).
- Engagement is strongly correlated with mental wellbeing and positive personal adjustment (Hoekman 2009).
- Exemplary teachers motivate and engage gifted students (Ayres, Sawyer & Dinham 2004 and Gentry et al. 2011) through:

  → expert content knowledge
  → effective feedback
  → supportive learning environments
  → teacher enthusiasm.

- Evidence supports that acceleration does not result in negative academic or social outcomes for students. These findings have been consistent across students from:

  → diverse backgrounds (Lee et al. 2010)
  → early entry to school and
  → radical acceleration (Gross 2006; Rogers 2015).

- Whilst some perfectionist behaviours can be productive, others can interfere with learning and wellbeing in a maladaptive way (Corson et al. 2018).
- Minimal appropriate challenge can make gifted learners feel that success should come easily (Dai, Moon & Feldhusen 2011; Dweck 2012). This can result in poor academic resilience and an inability to manage complex and challenging tasks ((Umbreit, Lane & Dejud 2004).

General examples for policy statement 1.5

Delivering

- The school provides professional learning about social-emotional needs of high potential and gifted students.
- Teachers apply strategies from the learning environment adjustment from the Differentiation Adjustment Tool.
- Schools access the Student Wellbeing external programs catalogue to implement contextualised social emotional support.
- Foster collaboration between students, parents/carers and the community to strengthen wellbeing, growth and achievement.
- Systematic transition procedures support continuity for the advanced learning and wellbeing needs of high potential and gifted students through sustained partnerships. For example the Transition to School Digital Statement.

Sustaining and growing

- Highly gifted students co-design a mentoring program with older students that targets their social-emotional needs. For example, growth mindset goals.
- School practices include parent engagement to strengthen students social-emotional wellbeing goals. For example, parents/carers provide feedback and support to foster next steps.
- The school promotes collaborative and sustainable wellbeing processes between the learning support team and parents/carers of high potential and gifted students.

Excelling

- A data-informed approach to support high potential and gifted students wellbeing is responsive and proactive in meeting emerging needs.
- An embedded school wide approach informs and refines wellbeing practices which value student agency, and consider perfectionism, asynchronous development and forced choice dilemma.
- There is student involvement in the development of social emotional goals, leading to positive and respectful relationships that result in maximised learning time in the classroom.

Domain specific examples to support planning for policy statement 1.5

Creative domain

○ Creativity is embedded across the curriculum to promote social-emotional learning in self-awareness, self-management and responsible risk-taking.

○ Sustainable mentor programs that provide positive role models to establish creative identity so students experience efficacy and agency.
See p18, creative domain discussion paper.

○ An SSP or hospital school implements creative programs designed to enhance social-emotional development and wellbeing. For example, art or music therapy.

○ Social stories that include puppetry, role-play, or films optimise social-emotional development.

Intellectual domain

○ Transition procedures, programs and practices are developed in consultation with parents/carers. For example, primary to high school, disability.

○ Social-emotional support is embedded in all advanced learning pathway opportunities in collaboration with the student, parents/carers, teachers and others.

○ All staff understand and monitor learning environments that optimise social-emotional development and wellbeing.

○ Individual learning plans include goal setting for social-emotional wellbeing.

○ HPGE school staff contact is communicated to teachers, students and parents/carers.

Physical domain

○ Sustainable mentor programs that explicitly assist students to cope with stresses, perfectionism, family or team pressure. See p16, physical domain discussion paper.

○ Professional learning for teachers and parent/carer sessions address how to support students with performance anxiety, resilience and growth mindset.

○ Facilitate culturally safe environments across the physical domain that enhance connections with the community so students can excel and thrive.

○ The school provides peer coaching and leadership in the physical domain within and across schools. For example, secondary students coach a primary dance, robotics or sports group.

Social-emotional domain

○ Staff address the difference between social-emotional learning and the social-emotional domain of potential through professional learning.

○ Teachers understand and look for characteristics of high potential in the social-emotional domain.

○ Implementation of student voice programs and initiatives so students experience efficacy and agency.

○ Leadership programs build aspiration through entrepreneurship and community projects.

○ Students feel empowered about talent development and can access staff members for guidance and support.

HPGE policy statement 1.6 – Engagement with quality research and ongoing professional learning builds teacher and leadership capability to improve growth and achievement for all high potential and gifted students

HPGE key action – Build teacher and leadership capability

Build teacher and leadership capability through engagement with quality research and ongoing professional learning on effective practices to improve growth and achievement for all high potential and gifted students.

Research overview

○ Students achieve better results when their teachers are trained with specific skills for high level learning (Ayers, Dinham & Sawyer 2004; Laine & Tirri 2016).

○ The quality of professional learning is an important factor in supporting talent development. Gifted education requires specialist training for school programs to be successful (Rowley 2012), and to ensure students' needs are met (Hansen & Feldhusen 1994; Wallace 1989).

○ Student outcomes improve when teachers effectively implement professional learning in:

→ differentiation ((Wiggins 1998; Dixon et al. 2014)

→ assessment (Ysseldyke & Tardrew 2007)

→ grouping (Tieso 2005)

→ identification (Hodge & Kemp 2006; Siegle & Powell 2004)

→ acceleration (Geake & Gross 2008

→ higher expectations (Whitlock & DuCette 1989; Garrett et al. 2015).

○ Teachers who have undergone training in gifted education are more:

→ effective in identifying high potential and gifted students

→ likely to create challenging learning experiences (Vialle & Rogers 2012; Fraser-Seeto 2013)

→ accurate in assessing students from disadvantaged groups (Gear 1978; Rowley 2012)

→ effective in embedding teaching strategies (Gross 1997b; Rowley 2008).

→ likely to increase their range of skills and strategies to implement curriculum differentiation (Wiggins 1998; Munro 2012).

→ likely to identify high ability in, and meet the needs of Aboriginal students (Chessman 2006).

○ Students recognise teachers who have been specially trained, acknowledging they are more engaging and effective (Tischler & Vialle 2009).

○ For teacher professional learning to result in effective change, strong school leadership and processes are needed (Jolly & Peters 2018).

General examples for policy statement 1.6

Delivering

○ All staff understand the talent development process of translating potential into performance.

○ Collate and maintain an inventory of staff and community expertise and/or experience across the four domains of potential.

○ Ongoing professional learning to build staff capabilities and confidence in high potential and gifted education. For example:

→ Domain literature reviews and discussion papers

→ High potential and gifted education policy professional learning

→ A school wide calendar schedules evidence-informed HPGE professional learning.

→ Schools use HPGE Illustrations of Practice for targeted, conceptualised professional learning.

Sustaining and growing

○ Professional learning continues to build staff capabilities in high potential and gifted education. For example:

→ School leaders embed HPGE policy implementation through the HPGE Leaders course (AC00017)

○ Engagement with, and contribution to, learning communities that target growth and achievement for high potential and gifted students.

○ Stage, faculty or domains of potential teams evaluate professional learning to improve growth and achievement for high potential and gifted students.

Excelling

○ The school collaboratively uses action research, evidence-informed initiatives and innovative thinking that results in continuous improvement for high potential and gifted education. See HPGE Action research package.

○ Recognised staff model, coach and mentor, using their skills in the four domains to lead high impact quality teaching practices for high potential and gifted students.

○ There is a school-wide culture for implementation of evidence-informed effective strategies that has led to improved outcomes for high potential and gifted students.

Domain specific examples to support planning for policy statement 1.6

Creative domain

○ Professional development utilises the creative domain discussion paper to improve growth and achievement for high potential and gifted students. For example, critical and creative thinking in all subject areas

○ Involve a range of staff in professional learning in the creative domain. For example, Game Changer, MCA

○ There is a deliberate program of creative learning, where community and external experts mentor teachers.

○ Schools use a creative domain of potential illustration of practice to build staff capability.

Intellectual domain

○ Schools use an intellectual domain of potential illustration of practice to build staff capability.

○ Professional development utilises 'Revisiting gifted education' to improve growth and achievement for high potential and gifted students.

○ School wide professional learning leads to the embedding of pre-assessment practices across all curriculum areas.

○ Collaborate in school networks to engage in professional learning to improve growth and achievement of high potential and gifted students. For example, sharing implementation of effective strategies.

○ Professional learning leads to effective continuity of learning for high potential and gifted students where teachers are aware of advanced ability. For example, pre-school to school, primary to secondary and between stages.

○ Professional learning results in teachers embedding differentiation adjustments into teaching and learning.

○ Build staff capability to meet the needs of high potential and gifted students through assessment opportunities. For example, HSC marking, Young Scientist judging.

Physical domain

○ Schools use a physical domain of potential illustration of practice to build staff capability.

○ Provide staff with opportunities to undertake recognised qualifications. For example, coaching specific sports.

○ Professional learning addresses curriculum diversity in the physical domain of potential.

○ Teachers are encouraged and supported to be involved in the Representative School Sport Pathway.

○ Local networks of schools (sporting zone or a community of schools) share expertise, knowledge and resources relating to sport and physical activity to support the planning, implementation and evaluation of sport and physical activity at the school and zone level.

○ Professional development utilises the physical domain discussion paper to improve growth and achievement for high potential and gifted students.

Social-emotional domain

○ Schools use a social-emotional domain of potential illustration of practice to build staff capability.

○ Professional development utilises the social-emotional domain discussion paper to improve growth and achievement for high potential and gifted students.

○ Professional learning addresses social-emotional learning for high potential and gifted students. For example, asynchronous development, perfectionism and forced choice dilemma.

○ Staff in specialist settings engage with professional learning to meet the social-emotional needs of gifted students. For example, sports and performing arts high schools, schools for specific purposes or academically selective classes.

○ Undertake professional learning or qualifications through departmental and/or external providers to build capability in the social-emotional domain. For example, leadership, debating, entrepreneurship.

○ Schools nominate a staff member to lead professional learning that results in school wide student voice initiatives.

HPGE policy statement 1.7 – The department supports differentiated and evidence-informed procedures, programs and practices for growth and achievement of all students, including high potential and gifted students

HPGE key action – Evaluate

Evaluate school procedures, programs, practices, and analyse student growth and achievement data to inform school planning and policy implementation.

Research overview

○ Effective education systems engage all school staff and students in school self-evaluations so that program and policy settings can be adjusted to maximise educational outcomes (OECD, 2013).

○ With policy implementation, there is often some progress the first year, followed by a set-back over the next two to four years (the implementation dip), before changes are consolidated and results keep improving for five to eight years after initial implementation (Borman et al., 2002[93]; Hopkins et al., 2007[94]).

○ Effective school leaders should:

→ constantly plan, coordinate and evaluate teaching with the systematic use of assessment data (Robinson, Lloyd & Rowe, 2008)

→ be equipped with the most recent research evidence on what works best for gifted learners

→ use examples of effective practice from high-achieving and high-growth schools (VanTassel-Baska et al. 2009)

→ plan for, and evaluate the efficacy of, their school programs with student achievement in mind

→ work to address issues of pervasive underachievement and excellence gaps (Renzulli & Reis 1997; Plucker, Hardesty & Burroughs 2013)

→ promote teacher collaboration (Jensen 2014)

→ plan for, and engage in ongoing professional learning in high potential and gifted education to set and achieve whole school goals and strategies for change (CESE October 2015)

→ be aware of, and plan for an 'implementation dip'. This is a dip in performance and confidence as a school encounters change that requires new skills and new understandings (Fullan, 2007[91]; Fullan, 2008[92]).

General examples for policy statement 1.7

Delivering

○ School identifies growth goals and improvement measures for identified cohorts such as high potential and gifted students.

○ Analysis of data leads to the inclusion of evidence-informed HPGE initiatives in the School Excellence Plan.

○ Evaluate and review current teaching practices for high potential and gifted students to provide further extension.

○ Revisit the HPGE Evaluation and Planning Tool to evaluate the effectiveness of procedures, programs and practices for high potential and gifted students and implementation of the HPGE policy.

Sustaining and growing

○ School identifies growth goals and improvement measures across domains of potential or for an identified cohort such as HPGS with disability.

○ Evaluation is systematic and collaborative, leading to informed, considered adjustments to programs and initiatives for high potential and gifted students.

○ The school reflects on the impact of activities funded by equity loadings. For example, high potential and gifted students who experience disadvantage.

○ There is a school-wide process for analysing data to gain insights into student achievement and wellbeing. For example, perfectionism and asynchronous development.

Excelling

○ There is systematic implementation, monitoring and reviewing of individual learning plans for high potential and gifted students who require significant adjustments.

○ A school-wide culture of collaboration and continuous improvement embeds rigorous self-assessment that leads to growth for all high potential and gifted students.

Domain specific examples to support planning for policy statement 1.7

⬡ Creative domain

○ School audits and evaluates creative domain programs and opportunities to inform next steps in planning for student growth and achievement.

○ Utilise community grants in the arts to enhance talent development programs, particularly for students who experience disadvantage and may have limited opportunities.

○ Implement creative mentoring programs that extend and support high potential and gifted students.

○ Evaluate how creative and critical thinking can be embedded into teaching and learning across all subjects.

○ Collate, evaluate and use data on student involvement and achievement in school and beyond school creative pursuits to further talent development.

⬡ Intellectual domain

○ School-wide evaluative practices inform differentiation strategies in all teaching and learning programs.

○ Purposeful grouping practices using formative assessment result in differentiated procedures, programs and practices where high potential and gifted students demonstrate growth.

○ Staff understand the difference between extension and enrichment and how this impacts on differentiation that extends high potential and gifted students.

○ Pre-assessment is regularly used to avoid repetition and inform differentiation.

○ Advanced learning pathways, including acceleration are regularly monitored to meet the advanced learning needs of gifted and highly gifted students.

⬡ Physical domain

○ School audits and evaluates physical domain programs and opportunities to inform next steps in planning for student growth and achievement.

○ School-wide collection of data is focused on finding high potential as well as achievement.

○ Achievement data is analysed regularly to enhance identification and talent development processes in the physical domain.

○ Evaluate participation in opportunities that support talent development in the physical domain. For example, Sports Unit resources for teachers and students.

○ Utilise community grants in sport to enhance talent development programs, particularly for students who experience disadvantage and may have limited opportunities.

○ Implement physical domain mentoring programs that extend and support high potential and gifted students. For example, cabinet making, drumming.

○ Collate, evaluate and use data on student involvement and achievement in school and beyond school physical pursuits to further talent development.

⬡ Social-emotional domain

○ School audits and evaluates social-emotional programs and opportunities to inform next steps in planning for student growth and achievement.

○ Review effectiveness and/or implement peer support programs for identified and self-nominated students such as peer mediation, peer support.

○ Self-assess and evaluate staff capability in the social-emotional domain to inform school improvement.

○ Evaluate access to leadership opportunities for high potential and gifted students, particularly for those who experience disadvantage and may have limited opportunities.

○ The school seeks opportunities for students to make community connections. For example, students identify a flood-affected community and ask how they can help.

Planning our course of action

Key points of research that inform our planning are:

Our course of action will be:

Our course of action aligns with the following school priorities:

How will we measure success? What evidence and/or data will we use?

| Add an attachment | View attachments |

We welcome feedback. Please submit your feedback to:

HPGE@det.nsw.edu.au.